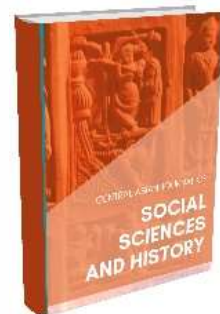




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### THE EFFECTS OF A PERSON-ORIENTED APPROACH IN THE EDUCATION OF YOUNG CHILDREN

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**ANNOTATION:** This article discusses the importance and effects of a person-oriented approach in the education and upbringing of young children. Basically, the purpose, tasks, role and useful aspects of the person-oriented approach in children's education are highlighted.

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**KEY WORDS:** a person-oriented approach, independent, personal experiences, principles, personality, teacher's role, educational strategies, pedagogical conditions.

**INTRODUCTION:** The goal of education that supports the person-oriented approach is to provide conditions for personal development, including the development of an independent, free, responsible, flexible and unique person. Also, it is necessary for the child to develop real personal experiences such as self-awareness, self-development, adaptation, self-control, self-defense, self-education and formation of their mechanisms is one of the priority tasks of the approach.

**THE MAIN DISCUSSIONS AND FINDINGS:** The most modern educational standards show that it is possible to achieve the necessary level of student achievement by using educational strategies aimed at the following goals (Figure 1):

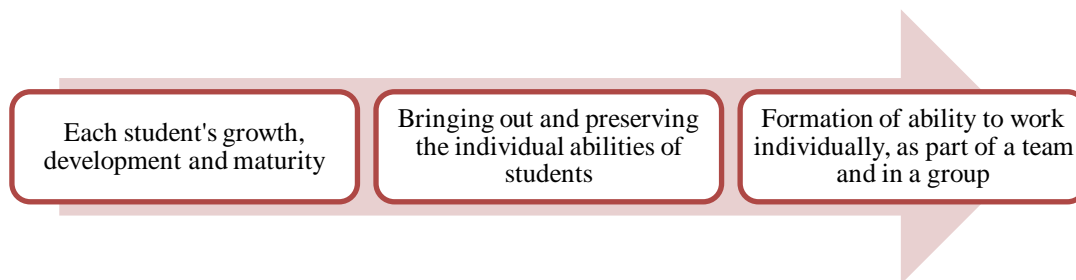


Figure 1: Objectives of modern educational strategies

Therefore, it is very important to teach young children to receive free and creative education, that is, it is necessary to involve them in specially structured activities to make them “masters” of certain or foreign language activities. To achieve this goal, it is necessary to teach through a collaborative learning approach based on principles that encourage students to “do, consult, ask, discuss, and share”.

Person-oriented education model - to overcome the disciplinary approach and the traditional education given to the child familiar to our educational system, to acquire pedagogues skills of cooperation with children, as well as new pedagogical technologies [1]. Natalya Moroz, in her article, states that there are principles that underpin the person-oriented approach (Table 2) [2]:

<b>The principle of reaching one’s full potential</b>
In order to implement this principle in the course of the lesson, it is necessary to give freedom to children, to help them form their own concepts of “I”, and to increase their enthusiasm for learning. In this approach, the child is not forced to perform a certain task, on the contrary, a friendly relationship is established with him and the way is opened for him to actively participate in the lesson at any time.
<b>The principle of respecting one’s individuality</b>
The main purpose of this principle is to help develop the student’s personality by providing an appropriate environment. It is necessary to take into account not only the unique qualities of the child, but also to make every effort to help the child’s continuous growth and development. Each child has unique abilities and character traits. Therefore, it is wrong to compare one child to another or consider him/her to be slow, inactive or passive compared to others. Therefore, teachers should increase children’s self-confidence, teach them that they should respect themselves, and create an environment for them to freely express their opinions.
<b>The principle of subjectivity</b>
In order to contribute to the development of the child and enrich his subjective experience, it is very important to help the child to become a real participant in the life of the group and educational organization. The basis of the person-oriented approach is the participation of the child as a “subject” in the educational process. In the course of the lesson, the concept of “subject-subject” should be established, i.e., abandoning the old authoritarian approaches, “teacher-student” should actively participate in the lessons.

<b>The principle of free will or choice</b>
It is useful from a pedagogical point of view for a child to live, study and be educated in conditions of constant choice, to have objective authority in choosing the purpose, content and methods of organizing the educational process and group life. This is because a child learns better when they are actively involved in the decision-making process.
<b>The principle of originality and success</b>
Through individual and group creative activities, we can identify and develop the unique characteristics of the child. A young child can discover the positive aspects of his personality, as well as his possibilities in the process of creative expression. Therefore, in the process of using games, scenes or other teaching techniques, the teacher should observe the students, determine their unique abilities and, accordingly, discover new aspects in them and pay attention to their development.
<b>The principle of trust and support</b>
The success of a child's education and upbringing is not determined by external influences, but by the child's internal motivation. Therefore, rather than imposing excessive demands and excessive control on the child, trust in the child, support the child's aspirations for self-regulation and self-expression is more important.

Table 2: Principles underpinning the person-oriented approach

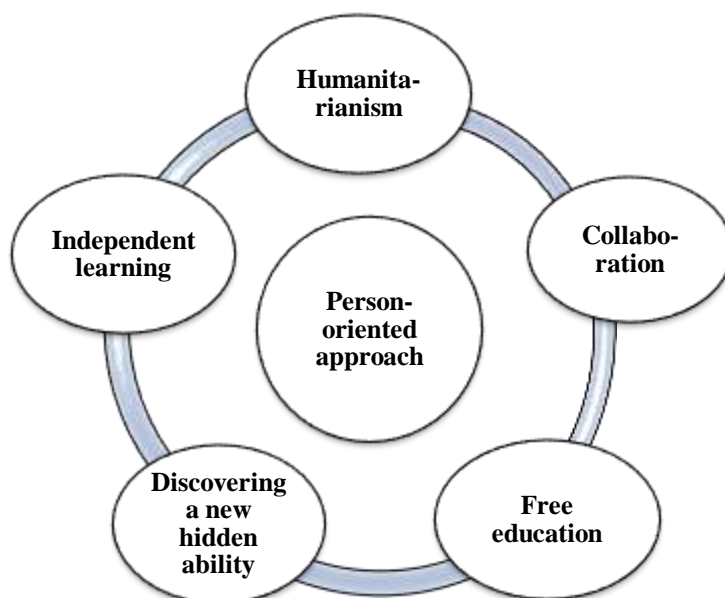


Figure 3: The framework and guiding principles of the person-oriented learning approach.

To meet the complex needs of modern society, raising the general standard of the education system is a difficult but necessary task. The student as a person is the main participant of this process. The role of other participants, including the teacher, is limited to helping to develop the student's

personality and actively ensuring his age-appropriate growth, while taking into account the student's natural needs, goals, inclinations and talents.

There are some guidelines (rules) that must be followed in person-oriented education: creating a healthy learning environment that does not harm the health of students; reprimand students for inappropriate behavior with severity, but at the same time with courtesy and patience; to always ensure the mental health of students; to educate students' self-esteem; in addition to being demanding of the child, understanding, accepting, loving and caressing him in a compassionate way; allowing children to live their lives based on their experiences and interests; teachers monitor their behavior to set an example for children; to rejoice, rejoice and be proud of every child's success; always consider the health and mood of students; teachers should guide parents and further increase the spirit of humanity in the child's family.

The child's desire to propose his own way of work should be encouraged, and teachers should analyze the various methods offered by preschool children, choose the most reasonable methods and, as much as possible, apply them to the activity process. The learning materials used should be selected in a variety of ways, so that the child can choose the type, shape, color and other characteristics he wants. Pedagogical communication conditions should be created in the process of foreign language activities that allow each child to take initiative, independence and choose the methods of implementation. Work done in pairs and small groups is the most effective way to develop children's communication skills.

### **CONCLUSION:**

Teachers should always keep in mind the individual characteristics of each student, that is, the student's temperament, character, behavior in front of others. It is important to determine each child's perspective on education and his level of interest in kindergarten. There are always students who take part in the process of every foreign language lesson and are distinguished by their energy and knowledge of the language. Children with this temperament are easy to follow. There are children of other temperaments who are not interested in kindergarten education, obedient and unable to think creatively when faced with unexpected situations. Their ability to express themselves verbally is often limited. In addition, on closer examination, the activity of some children turns out to be only external, false, and other passive children can turn out to be different than before, that is, they are now active and curious. In the course of the lesson, every pupil feels the need to develop mobility, initiative and skills, like his peers. It is very important to give them specific and appropriate exercises and questions, taking into account their current level of mental development and the process of developing their speaking skills. A good way is for the teacher to encourage the students to correct their classmates if any of the students in the class mispronounce words or make grammatical mistakes.

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